Massachusetts General Hospital
School of Nursing
1979-1981

TABLE OF CONTENTS

A New Perspective	4
Nursing in Transition	5
Massachusetts General Hospital	8
School Philosophy	9
The School of Nursing	10
Admissions	12
Expenses	20
Financial Aid	21
General Information	26
Student Personnel Services	32
Code of Conduct	34
Policies and Procedures	35
Program of Instruction	35
Course Descriptions	38
Calendar	Inside Back Cover
Administration and Faculty	Back Cover Insert
Financial Aid	Back Cover Insert

The Massachusetts General Hospital School of Nursing does not discriminate on the basis of race, creed, color, sex, age, disability or national origin.

A NEW PERSPECTIVE

The Massachusetts General Hospital School of Nursing began in 1873 as the Boston Training School, built on the tenets of Florence Nightingale. When its centennial was celebrated in 1973, the School had seen nursing and its own educational structure change substantially due to the determined individuals who contributed much of themselves to the students, patients, the School, and the field of nursing. The graduates of the MGH School of Nursing have been recognized throughout the world for their impressive contributions to nursing and related fields of health care.

In exploring and assessing how the Massachusetts General Hospital might best perform its role in nursing education, the Trustees of the Massachusetts General Hospital announced, in October 1978, that the three year diploma nursing program would end with the graduation of the Class of 1981. Continuing its commitment to nursing education, the Massachusetts General Hospital has become chartered as an educational institution by the Massachusetts Board of Higher Education and has received authority to plan for and establish academic/degree programs. A Master Degree program in Nursing will include the best traditions, experiences, and achievements of the past, and fully address the needs of professional nursing in the future.

The Massachusetts General Hospital School of Nursing will graduate its last diploma class in 1981. The information included in this catalog describes the educational program for the diploma nursing students.

NURSING IN TRANSITION

The role of today's nurse continues to expand dramatically. The profession now embraces a wider range of responsibilities toward patients and their families.

In addition to direct nursing care, the nurse's role includes health maintenance, teaching, counseling, and collaborative planning for the restoration of optimal functioning or for a dignified death.

These broader horizons have given new meaning to a career in nursing. In the words of the Commonwealth of Massachusetts Board of Registration, "a registered nurse shall act, within his/her generic and continuing education and experience, to: systematically assess health status of individuals and groups and record the related health data; analyze and interpret said recorded data, and make informed judgments therefrom as to the specific problems and elements of nursing care mandated by a particular situation; plan and implement nursing intervention which includes all appropriate elements of nursing care, prescribed medical or other therapeutic regimens mandated by the particular situation, scientific principles, recent advancements and current knowledge in the field; provide and coordinate health teaching required by individuals, families and groups so as to maintain the optimal possible level of health; evaluate outcomes of nursing intervention, and initiate change when appropriate; collaborate, communicate and cooperate as appropriate with other health care providers to ensure quality and continuity of care; and serve as patient advocate, within the limits of the law."

This growing importance of the nurse's role in overall health care is also reflected in increased salary and other working benefits. Further experience and education offer growing opportunities for advancement and leadership. The profession continues to offer the traditional advantage of career mobility.

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MASSACHUSETTS GENERAL HOSPITAL

The Massachusetts General Hospital, the third-oldest voluntary, non-profit hospital in the United States, and the oldest in New England, was incorporated in 1811 and admitted its first patient in 1821. Since then, its doors have remained open to the public day and night. Its purposes today likewise remain unchanged: to care for the sick; to educate and train the medical professionals who give the care; and to conduct programs of research into the causes of disease. The MGH professional staff is composed of experts in the different branches of medicine and its laboratories are directed by recognized authorities in their fields.

A teaching hospital of the Harvard Medical School, MGH is also affiliated with Massachusetts Eye and Ear Infirmary and the Shriners Hospitals for Crippled Children, Burns Institute, Boston Division. The McLean Hospital, MGH's Psychiatric Division, is located in nearby Belmont. On any given day, the 1,080 hospitalized patients at Massachusetts General Hospital are cared for by 918 active staff physicians, 800 registered staff nurses, 200 licensed practical nurses, 694 house staff members and clinical and research fellows.

SCHOOL PHILOSOPHY

We believe that:

Nursing is a humanistic service based on the principles of the biological, physical, and behavioral sciences, which strives to assist individuals and families in the optimum use of capabilities to maintain health. It provides physical and psychological care during illness, stress, dying, and grief.

Nursing involves dependent, independent, and interdependent functions in the health care system. The nursing process is the ability to assess situations, make decisions, develop, implement, and evaluate a plan of comprehensive care. Nursing encompasses health education and accountability in all practice settings and has the responsibility to widen its specialized base of knowledge through appropriate research technique.

Students selected should be qualified and have academic potential, interest in nursing, and motivation to grow personally and professionally.

Education is a continuous process directed toward developing increased ability to reason, communicate, master skills, make relevant judgements, and evaluate learning experiences. Education involves mutual inquiry by teacher and learner which can reflect and criticize and stimulate change.

Learning is a dynamic growth process, both cognitive and affective, which occurs at different rates within each learner. Learning is enhanced when there is recognition of and respect for diversity of interests, personality, self-concept, intellectual growth, and personal experience.

Learning is fostered when the student actively participates in learning experiences which are planned to occur in a definite progressive sequence, based on previously acquired knowledge and which result in acquisition of meaningful predetermined goals. Learning experiences should be based on readiness to learn, needs, interests, and levels of achievement. Learning is fostered when the student has the freedom to question, explore, share, and evaluate his/her learning experiences.

The faculty is committed to a concern for student welfare and provides an atmosphere which enhances student learning, embracing aspects of personal and professional growth. The faculty has the responsibility for the planning and direction of learning experiences with consideration of individual needs and goals within the program. In fulfilling this responsibility, the faculty works with designated members of the health team and allied services within the Hospital and the community to use most effectively the available resources. Faculty members have specialized knowledge and skills within their area of expertise and have a commitment to continued acquisition of knowledge in nursing, education, and areas of specialization.

The diploma program in nursing offers (1) diversity of clinical nursing experiences, (2) availability and accessibility within the major learning center of a variety of patient services, (3) opportunity for a collaborative relationship with representatives of the health team, (4) early and ongoing patient-contact experience with opportunity for guidance and growing independence to care for individuals and groups of patients through utilization of the nursing process.

PURPOSE AND OBJECTIVES OF THE SCHOOL OF NURSING

STATEMENT OF PURPOSE

The diploma program of the Massachusetts General Hospital School of Nursing is designed to prepare qualified individuals for eligibility to seek licensure as registered nurses and for beginning professional nursing practice in acute care facilities and any other locus where health care is provided, promoted, or maintained, and where an entry-level staff nurse position is identified.

OBJECTIVES

Central Objectives

Upon completion of the program the new graduate:

1. Practices as a beginning professional nurse in acute care facilities and any other locus where health care is provided, promoted, or maintained, and where an entry-level staff nurse position is identified.
2. Utilizes the nursing process (assessing, planning, implementing, and evaluating) in providing nursing care for individuals, families, and groups.

Contributory Objectives

Upon completion of the program the new graduate:

1. Accepts responsibility and accountability for own professional behavior.
2. Utilizes scientific principles in the delivery of comprehensive nursing care.
3. Demonstrates effective communication skills.
4. Provides health teaching for patients and families.
5. Functions collaboratively as a member of the health care team.
6. Identifies the principles of leadership and incorporates these in planning and implementing nursing care.

THE SCHOOL OF NURSING

Accreditation

The School of Nursing is approved by the Massachusetts Board of Registration in Nursing. In 1938, the School was surveyed and fully accredited by the National League for Nursing Education. In 1963, 1968 and 1974, it was again surveyed and accreditation was continued by the Accrediting Service of the National League for Nursing.

The opportunities offered by a large metropolitan area general hospital with over 1,080 beds assure broad learning experiences for students. The Massachusetts General Hospital and other organizations with which the School is allied offer extensive clinical resources and provide a diversity of situations in which plans are made for students to observe or actually participate. The Hospital has facilities for instruction in nursing care for men, women, and children with medical or surgical conditions. The Clinics, with a daily average of about 1,435 patients, provide unique opportunities for gaining experience in the care and rehabilitation of ambulatory patients.

Because of the relationship of the Hospital to the Harvard Medical School and Massachusetts Institute of Technology, and because of the large amount of research and the diversity of teaching programs conducted within the Hospital, all services provide maximum educational opportunities.

In addition to field trips for observation, all students go to McLean Hospital or to other agencies for clinical experience in mental health nursing and to the Boston Hospital for Women for clinical experience in maternity nursing under the guidance of the Faculty. The classes in mental health and maternity nursing are taught at MGH.

The Massachusetts General Hospital, the Boston Hospital for Women, and McLean Hospital, where students have experiences in the care of patients, are accredited by the Joint Commission on Accreditation of Hospitals.

Physical Facilities

Within the Hospital and School complex of buildings, there are classrooms and laboratories for the exclusive use of the School. Various amphitheatres and conference rooms are also available, some in the clinical area where teaching conferences are held and where students may study and use special records.

The Palmer-Davis Library in the School of Nursing contains approximately 13,025 volumes including 192 periodical titles. Students also have full access to the Warren Library, a patients' library of 8,000 volumes, and the Hospital's Treadwell Library of 35,883 volumes and 720 periodicals for special projects and papers.

Expanded Library services include the addition of audio visual media to the School Library for student and faculty use. Such equipment provides the student with opportunity for assuming some independent responsibility for makeup and review of class materials as well as for self-directed study.

There is an Instructional Resource Center to assist the faculty and students with developing instructional materials for School use. Such materials are eventually included in the Library collection for use by other students and faculty.

Faculty

The teaching staff of the School of Nursing includes a large full-time faculty which is augmented by professional personnel from many areas within the Hospital. The number of faculty allows for an instructor/student ratio of one to six. The breadth of background and experience of the faculty is indicated by the fact that diplomas and degrees held by faculty members represent more than 20 different schools of nursing and more than 30 different colleges and universities in various parts of the country and Canada.

ADMISSIONS

No applications for the first year of the program will be considered after August 1978 or for transfer admission after March 1979. However, foreign graduate nurses may apply to take individual courses. Their applications will be considered by the appropriate teaching area and referred to the Executive Committee.

The nursing profession calls for a variety of skills and aptitudes and offers a multitude of opportunities for different kinds of service. The Committee on Admissions selects a carefully balanced group of students whose abilities, interests, and experience are complementary and who individually show promise of personal fulfillment and potential contributions to our particular program as well as to the nursing profession. Selection is based on evaluation of academic, personal, physical and motivational qualifications.

Courses of study in The School of Nursing require students to demonstrate the following:

1. Skills of effective oral and written expression, e.g. analysis, research, organization, and composition techniques.
2. Specific reading and study skills necessary for comprehension and retention of content material.
3. Basic arithmetic and algebraic computation skills.
4. Skill in employing the tools of deductive and inductive reasoning.
5. Beginning skill in the scientific techniques of collecting and verifying data and usage of laboratory materials and equipment.

The School reserves the right to select and retain those candidates who appear, in the judgement of the faculty, to be best qualified for the School program. The Massachusetts General Hospital School of Nursing endeavors to ensure equal opportunities to

all students in the program. In implementing policies, the School follows the guidelines and requirements of Title VI of the Civil Rights Act, Title IX of the Higher Education Act of 1972, and the Higher Education Act of 1976 and Section 504, Rehabilitation Act of 1973 (P.L. 93-112). Students are welcomed to address their questions or concerns related to sex discrimination to the designated Title IX Coordinator, the Coordinator of Student Personnel Services. "This School is authorized under Federal law to enroll nonimmigrant alien students."

The factors considered in evaluating each applicant include:

1. Secondary school record and other educational transcripts.
2. Ability and preparation as measured by the Scholastic Aptitude Test and the English and Level I Mathematics Achievement Tests of the College Entrance Examination Board.
3. Three references from teachers, employers or other qualified persons.
4. Personal essay of the applicant.
5. Health record.
6. Interview.
7. Personal qualifications such as intellectual and emotional maturity and the motivation for self-actualization.

Open Curriculum Concept

The faculty of the School of Nursing supports the NLN's concept of an open curriculum in nursing education which takes into account the different purposes of the various types of programs while recognizing common areas of achievement. Such a system permits student mobility in light of ability,

changing career goals, and changing aspirations as well as requiring clear delineation of the achievement expectation of nursing programs. It recognizes the possibility of mobility from other health related fields.

Licensed Practical Nurses who have satisfactorily completed a program and who have demonstrated initiative and growth in an acceptable work situation may be offered some exemption in Nursing Theory and/or Clinical Nursing experience.

High School Preparation

Graduation from an approved secondary school with satisfactory completion of a college preparatory curriculum is recommended. A high school equivalency certificate in lieu of a high school diploma may be considered. A minimum of sixteen units corresponding to four major academic subjects each year must be completed. A unit is defined as a standard year's work in a full credit subject. Specific subject requirements are:

English, 4 years	4 units
Mathematics, 3 years (2 years of Algebra and 1 year of Geometry or the equivalent)	3 units
Foreign Language, recommended	2 units
History or Social Studies, 2 years Social Studies (History, Current Issues, Sociology, Problems of Democracy)	2 units
College Preparatory Biology, 1 year	1 unit
College Preparatory Chemistry, 1 year	1 unit
Elective	3 units
	16 units

Course Exemption

Students may request examption from some or all of the learning experiences of a course on the basis of level of skills, knowledge, and competency, as well as previous course experiences. Students wishing to apply for course exemption will contact the course chairman who then initiates with the coordinator evaluative measures to determine the student's eligibility for exemption. Application for exemption shall be made well in advance of anticipated enrollment in a course to allow sufficient time for the necessary evaluation procedures. A minimum period of two months in advance of anticipated enrollment is suggested.

Students receiving an exemption from an entire course or portions of courses are charged only for those courses or portions of courses in which they are enrolled according to the charges established for each course. There are service fees for course exemption applications.

College Entrance Examination Board Tests

College Board scores are of value not only for admissions and guidance for this School, but for use in qualifying for post-graduate educational programs as well. The tests required are:

Scholastic Aptitude Test
English Achievement
Level I Mathematics Achievement

Detailed information about the tests may be obtained from the College Entrance Examination Board, P.O. Box 592, Princeton, New Jersey or P.O. Box 27896, Los Angeles, California for western residents.

Health

A physical examination report on the form provided by the School and subject to approval by the School Physician is required of all applicants before appointment to the School.

Applicants accepting appointment to the School are required to have completed a series of inoculations and to have submitted dental statements prior to Registration. Specific information regarding the above is provided to all students. Applicants with disabilities which may interfere with the study or practice of nursing will be given individual consideration.

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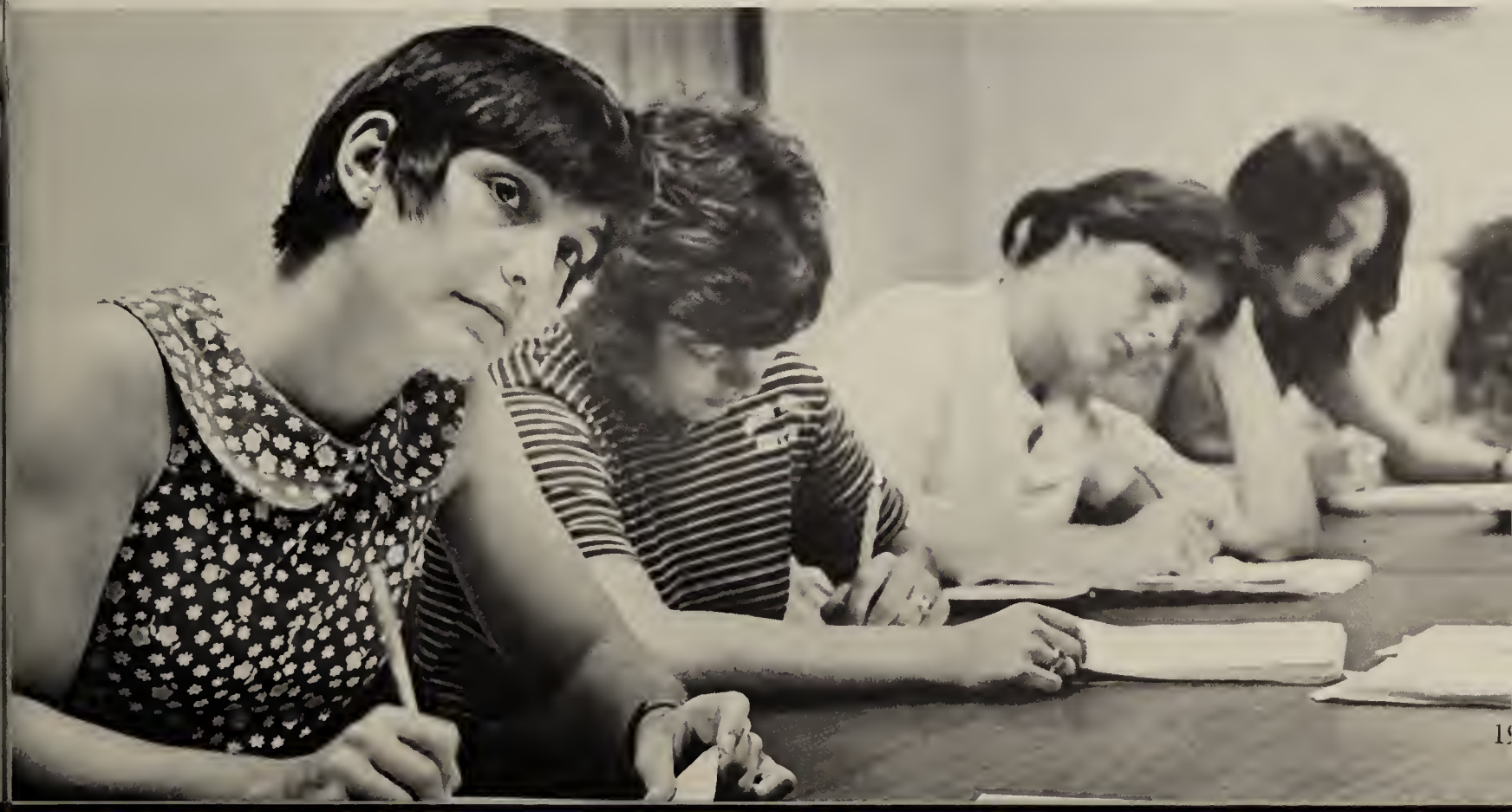
Geographic Distribution of Students

	Class of 1979	1980	1981
Massachusetts			
Greater Boston	38	35	32
Outside Greater Boston	53	50	40
Maine	1	4	2
New Hampshire	2	2	2
Vermont	1	1	
Rhode Island	1	5	3
Connecticut	9	6	3
New York	9	3	2
New Jersey	4	2	2
Pennsylvania	1	2	3
Delaware			2
Maryland	2		
Florida	1		1
Georgia		1	1

	Class of 1979	1980	1981
Louisiana		1	
Missouri			1
Ohio	1	2	2
Michigan	1	1	1
Indiana	2		
Colorado	1		1
Minnesota		1	
Nebraska	1		
Texas	1		1
New Mexico	1		
Oregon			2
California		2	1
Norway		1	
Israel		1	
Philippines		1	



DIRECT COSTS PAID TO THE SCHOOL OF NURSING FOR THE 1979-80 ACADEMIC YEAR.

	Second Year	Third Year
Tuition	$1620	$1410
Fees	296	325
Room*	700	640
Health Insurance**	240	240
	$2856	$2615

*Room costs do not include periods of vacation such as: Christmas, New Year's and the summer vacation period. A room in the residence is not available during these periods.

**Cost for student health insurance is added to the bill for those students not covered under a family or individual plan. Health insurance is required of all students.

The School reserves the right to change any costs to students, should conditions warrant it.

Students are billed for the above mentioned costs under a two-term prepayment plan, approximately one-half due during the September registration period, and the remainder during the mid-year registration period.

NON-DIRECT COSTS (ESTIMATED) that should be anticipated in planning:

1979-80	Second Year	Third Year
Recommended Textbooks	$54	–
Graduation pin and uniform	–	$123
Meals*	Approximately $33/wk.	
Personal*	Approximately $11/wk.	
Transportation*	Approximately $5.50/wk.	

*These costs vary with the needs and habits of individual students.

Certain additional charges may be necessary for some students to take or repeat a course; charges will be based on the individual cost of the class and/or clinical laboratory. Specifically scheduled examinations and tutoring services are an added expense. There are service fees for course exemption application.

Students who have not met financial obligations on specified dates, and who have not made further specific payment plans approved by the Student Financial Aid Officer, will not be permitted to continue in the learning experiences offered by the School, or to use the resources and facilities of the School. Transcripts, letters of reference, and diplomas are provided only for those who have met all financial obligations.

Withdrawal/Refunds

Students who withdraw from the program during the first ten weeks of a term are entitled to refunds. Refunds are subject to a $100.00 deduction for an administrative fee which is subtracted from the total charges for the term (exclusive of the costs of Blue Cross/Blue Shield). The refund is then based on a percentage of the remaining balance. Students who are due a refund will receive payment within two weeks after they have notified the Financial Aid Officer. Refunds are based on the following schedule:

First Week:	100%	Sixth Week:	25%
Second Week:	80%	Seventh Week:	20%
Third Week:	60%	Eighth Week:	15%
Fourth Week:	40%	Ninth Week:	10%
Fifth Week:.	30%	Tenth Week:	5%

No refunds are made if withdrawals occur after the tenth week of the term.

FINANCIAL AID

Purpose

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to pursue an education at Massachusetts General Hospital School of Nursing.

Policy of the Financial Aid Committee

Financial aid is awarded to eligible applicants based solely on financial need. Financial need is determined by subtracting the family's total resources available for education from the total yearly cost of attendance at the Massachusetts General Hospital School of Nursing.

If a family's total resources available for education do not exceed the direct costs of attendance (tuition, fees, room and health insurance), the student applicant will be considered for grants and low interest loans to assist the family to cover these costs. In order to assist the family to meet the non-direct costs of attendance, the student may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

If a family's total resources available for education exceed the direct costs of attendance, the student applicant may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

A family's total resources available for education from income, assets, and/or outside sources are determined by a need analysis system approved by the U. S. Commissioner of Education. The family of a student is expected to make a maximum effort to assist the student with educational expenses, and assistance from the School of Nursing and other sources should be viewed only as supplementary to the efforts of the family. Because funds are limited, applicants cannot anticipate receiving aid beyond their direct School costs.

Application Procedures

A. The application procedure must be completed annually in order for the student to be considered for assistance for each academic year.
B. The following forms must be submitted to the School of Nursing Financial Aid Office by April 30th of the year prior to attendance:

1. The School of Nursing Financial Aid Application.
2. A notarized copy of Parents' and/or Student's Income Tax Form 1040 for the calendar year prior to attendance.

NOTE: Please submit items 1 and 2 together.

C. The following forms must be submitted to the appropriate addresses by March 1st of the year prior to attendance:
   1. Financial Aid Form (FAF)—The FAF is a financial statement which must be completed by both parents and the student applicant. The Massachusetts General Hospital School of Nursing Code # is 3513 and must be indicated on the FAF before it is mailed to the College Scholarship Service. Massachusetts residents are encouraged to apply for the Massachusetts State Nursing Scholarship Program, and should indicate the code #0558 on the FAF.
   2. Basic Educational Opportunity Grant (BEOG)—Within six weeks after the BEOG Application is mailed to P.O. Box B, Iowa City, Iowa, 52240, the applicant will receive a Student Eligibility Report (SER). The SER must be forwarded to the Financial Aid Office by April 30th.

NOTE: Applicants may be able to apply for the BEOG through the Financial Aid Form (FAF), thus eliminating the BEOG Application. The FAF should be carefully reviewed for this option.

D. Availability of Forms

1. Incoming Students

School of Nursing Financial Aid Application – Accepted applicants will automatically receive a Financial Aid Application if indicated on the Admission Application.

Income Tax Form 1040 or 1040A – Applicants and/or parents should make a photocopy of the original form that is sent to the Internal Revenue Service, and have it notarized.

FAF and BEOG – These forms are available at the local high school guidance office, college financial aid office, or the School of Nursing Student Financial Aid Office.

2. Continuing Students

The School of Nursing Financial Aid Application, FAF and BEOG Application are all available at the Student Financial Aid Office.

Income Tax Form 1040 or 1040A – Applicants and/or parents should make a photocopy of the original form that is sent to the Internal Revenue Service, and have it notarized.

E. When all items in B and C are received by the Student Financial Aid Office, the applicants will be notified.

F. Applicants accepted after the above dates, should file forms as soon as possible. Late applications will be considered if funds are available.

Programs Available to Students Who Enroll at the School of Nursing

Financial assistance consists of scholarships/grants, loan, and employment which may be offered to students singly or in various combinations. The total amount of financial assistance offered a student by the School and by other sources shall not exceed the amount of financial need, according to the School's budget. In cases where students receive substantial awards from outside sources, the Committee reserves the right to decrease awards made through the School.

The following aid programs are administered directly by the School of Nursing Student Financial Aid Office unless otherwise specified. Detailed information concerning each federal program's eligibility requirements and the rights and responsibilities of students participating in these programs is available in the back pocket of this catalog.

SCHOLARSHIPS/GRANTS (NON-REPAYABLE FUNDS)

Basic Educational Opportunity Grant (BEOG) – Entitlement grant administered by the federal government and processed by the School of Nursing.

Supplemental Educational Opportunity Grant (SEOG)—A program for students of 'exceptional' financial need who do not hold a bachelor's degree.

Nursing Student Scholarships (NSS)—A program for students of 'exceptional' financial need.

School of Nursing Scholarships—Various scholarship funds have been established by gift or endowment. Some funds have specific eligibility requirements established by the donor.

Clarissa Peters Allen (Class of 1937) Scholarship—To assist a junior or senior student who has established financial need, and who consistently demonstrates love of people and competence in nursing skills.

Martha McDowell Carpenter Scholarship Fund—To assist promising students who have established financial need.

William C. and Jessie B. Cox Scholarship Fund—To assist students who have established financial need.

Nancy M. Fraser (Class of 1914) Scholarship Fund—Established in her memory to assist students with emergency health problems while enrolled.

Olive Lightell Hunter Scholarship—To assist students who have established financial need and reside in the Gardner Massachusetts area.

Kemper Scholarships—A contribution of the Kemper Insurance Foundation. To assist enrolled students who have established financial need, and demonstrate excellence in academic performance. Selected students shall be Kemper Scholars.

Mary Hammond Taylor Nursing Scholarship—To assist a student with established financial need from Charlestown, South Boston or Roxbury, Massachusetts.

Scholarship Fund—Established by an anonymous donor to assist disadvantaged students who have established financial need.

The Memorial Scholarship Fund—Established in memory of the following alumnae and friends to assist students who have established financial need:

Anna M. Crotty, Class of 1930
Natalie McLean Keller
Lottie Potts Leland, Class of 1910
Harriet Willoughby Merriam, Class of 1970
Nancy C. Mitchell, Class of 1967
Dorothy Dayton Morgan, Class of 1945
Jessie M. Stewart, Class of 1935

Massachusetts General Hospital School of Nursing Alumnae Association Scholarships and Tuition Aid Gifts, established by the Alumnae, include: A Senior Dinner Award, announced at the Senior Dinner; the Annual Alumnae Award, announced during Convocation; and several Tuition Aid Gifts.

LOANS (REPAYABLE FUNDS)

Nursing Student Loan (NSL)

A 3% educational loan based on financial need with excellent cancellation benefits.

Guaranteed Student Loan Program or Higher Education Loan Program (HELP)

A 7% educational loan administered directly by a local bank, credit union, savings and loan association, or other participating lender.

Marian Moir West (Class of 1889) Loan Fund

To assist students with short term emergency loans of limited amounts, usually less than $100. These loans do not require a formal application and are administered at the time of need.

EMPLOYMENT

College Work Study Program (CWS)—Those students who are eligible to participate in the CWS Program will have an opportunity to earn a portion of their educational expenses as employees of the Massachusetts General Hospital or the School of Nursing.

Employment opportunities are sometimes available through Nursing Service of the Massachusetts General Hospital to students who are not eligible for the College Work Study Program.

NOTE: Students are encouraged to consider carefully the extent of their academic work load before seeking employment.

OTHER SOURCES OF AID

Veterans' Benefits

Veterans Readjustment Benefits Act of 1966 provides educational allowances to veterans honorably discharged after January 31, 1955 and before May 31, 1976, if they served on active duty more than 180 days. Generally, eligibility extends for ten years from date of separation. For further information, contact your local Veterans Administration.

For more detailed information concerning Financial Aid Programs available at the Massachusetts General Hospital School of Nursing, consult the back pocket of this catalog and/or contact the:

Student Financial Aid Officer
Massachusetts General Hospital School of Nursing
32 Fruit Street
Boston, Massachusetts 02114
(617) 726-3140

GENERAL INFORMATION

Attendance

Students have enrolled in the School of Nursing primarily to meet the program objectives. The course offerings, carefully planned with many considerations in mind, are the most expedient route and means for achieving the objectives.

Students and faculty both want to meet course commitments. The School emphasizes the *experiences* which a student should have in order to complete a course successfully, rather than *the amount of time* allowed for absence. It is to be expected that some circumstances will intervene to prevent attendance on some occasions; or circumstances of importance to the individual will arise, and a decision to attend or plan to miss appointments will be made. It is to be expected that students will, at times, be absent and, if possible, will make a plan with the instructor beforehand.

Development of social, academic, and professional responsibility is accomplished through experience with choices. The ability to make responsible choices comes in part from accepting the positive and negative consequences of one's own decisions. The essence of the program for which professional experi-

ences have been planned is recognition of one's responsibility to and for others, as well as self.

The planned sequential theory and clinical content is based upon consistent participation in the program. Prolonged or frequent absence from classroom or clinical assignment may prevent a student from meeting objectives. The consequences are seldom immediately apparent. Certain absences, like illness, cannot always be planned. Regardless of the reason, absence means loss of experience.

Instructors will state criteria for the successful completion of each course. When a student's absence interferes with the ability to meet course requirements, the faculty of that teaching area will assess the situation and determine which, if any, additional or substituted experiences the student may need. When the loss of experience necessitates the student's withdrawal from the School, the faculty determines the eligibility and the date of the student's return, his/her privilege of proceeding with his/her class in the School, and the method of meeting course requirements.

Vacations

Students have a designated number of weeks of vacation each year at times determined by the curriculum plans and overall program. The vacation periods for the classes of 1980 and 1981 are as follows:

Juniors

One week in November, two weeks at Christmas, one week in February, one week in late April or early May, eight weeks during the summer.

Seniors

Two weeks at Christmas time. Commencement in June.

POLICY RELATIVE TO STANDARDS OF PROGRESS

For successful completion of a course a student must achieve a passing grade. In clinical nursing courses with both theoretical and clinical practice components, a student must achieve a passing grade in each in order to pass the course.

The interpretation of a letter grade is consistent throughout the Massachusetts General Hospital School of Nursing. However, in clinical nursing courses where the course grade is a combination of the recorded theoretical and clinical grades, the weighting of the theoretical and clinical grade to obtain the final course grade varies with the course. Weighting is specified in course criteria.

Grading scale: The lowest passing grade is 70.

A = 90-100
B = 80-89
C = 70-79
N.C. = 69 or below (failing)
P = Pass (nongraded courses)

N.C. (No Credit) indicates that course requirements have not been met, resulting in course failure.

Ex. (Exempt) indicates that the student has been given credit for previous learning experiences in place of course offered here.

O.W. (Official Withdrawal) indicates that the student has officially withdrawn from a course. Each course criteria will define the official withdrawal point (50% to 75% of the time allotment) in the course or component of the course at which a grade (in theory and/or clinical) must accompany an official withdrawal. If a grade, either theoretical or clinical was failing at the time of official withdrawal beyond the specified 50% to 75% official withdrawal point, it will be considered a course failure. (O.W./N.C.)

The following interim designations are utilized when the student is still enrolled in the course. They do *not* appear on permanent records as final grades when a student withdraws, resigns, or graduates.

Inc. (Incomplete) indicates that the student has not met course requirements needed to receive a grade at this time. No grade accompanies an Inc. Course criteria define the time interval and the circumstances under which an incomplete becomes a grade.

I.P. (In Progress) indicates that a course is in progress when a grade to date has to be recorded before a course is completed. An interim grade to date may appear on a transcript only while the student is still enrolled in the course.

Quality Point Average

Interpretation
A = 3.33-4.00
B = 2.67-3.32
C = 2.00-2.66

1. Quality Point Averages are computed at the end of each year.
   a. to determine the student's relative standing (rank) in the class for a given year.
   b. on a cumulative basis, to determine the student's relative standing (rank) in the class as the student progresses through the three years of the program.
2. For a course in which a student has received an exemption (Ex.), those course points are eliminated in the reckoning of quality points.
3. Courses which are graded on a Pass/N.C. basis are not included in the reckoning of quality points.
4. Quality point averages are not computed for students with failed courses until the failed course is successfully completed. Only the grade for the successfully completed course will be utilized for reckoning a quality point average.

Honors

Recognition for outstanding achievement will be given upon completion of each course to those students who meet the stated criteria for honors.

Warning

At any time during a course when a student is considered to be in danger of not meeting course objectives, a written documentation of this is sent to the student in keeping with the stated criteria for warning.

Evaluation, Time Periods, and Notification

Evaluations by faculty and by student of student progress are an integral part of the program and are viewed as a means of guiding the student in the attainment of school objectives. Students are made aware of the their grades on an ongoing basis and thus are expected to be aware of their standing in the school and to seek assistance from the faculty as necessary.

Various methods of evaluation are utilized throughout the program as described in the course outlines. Methods of evaluation include observation and rating of students in various phases of the program, teacher-made tests, projects, term papers, oral reports, clinical experience reports and conferences with instructors. Periodic verbal evaluations are provided during each clinical rotation and a written evaluation is given at the end of each clinical rotation. Each student writes a self evaluation at the end of each clinical rotation, as well.

At the beginning of each school year, students receive the school calendar identifying terms and marking periods. In the first and second years, there are four marking periods (two per term) and in the third year, there are two marking periods (one per term).

During each course, teachers post and/or distribute grades for examinations and written and oral assignments.

Soon after the end of each marking period, each student receives a written report of grades for that period, cumulative grades for courses in progress, or final course grades if courses have been completed. In each case, a grade below C (70% or 2.0 Grade Point) indicates failure to meet the minimum standard of the school.

Each student's progress is reviewed by the faculty at the end of every marking period to determine eligibility to continue in the program. A student may continue in a course with a failing average, or may progress from course to course within a level (a year) despite course failure, unless course criteria prescribe prerequisites, or it is determined through documentation that the student is not performing on a safe level and patient safety is in jeopardy. A failed course may be repeated only once. A student must have a minimum Quality Point Average of 2.0 and must satisfactorily complete all courses within the level, to progress from level to level. Successful completion of all course requirements and an average of 2.0 Quality points is required for graduation.

When a student's achievement does not meet the established standard, the student may request permission to repeat the course. Such requests will be reviewed on an individual basis according to the circumstances: the student's cumulative academic record in the school, his/her demonstrated ability to master content, recommendations by faculty and staff, and availability of the learning experiences needed.

If the request is approved, the faculty will recommend to the Executive Committee a plan for the student's progression in the program.

Since some courses are offered only once a year, resignation and reentrance will be necessary (within the time frame of the program).

Parents or guardians may be furnished with a progress or grade report in accordance with School policy and in compliance with P.L. 95-568 (General Education Provisions Act).

Promotion, Progression and Graduation

Promotion

A course is considered completed when the stated course objectives and course requirements are met. Attainment of course objectives is necessary for attainment of level objectives and, therefore, promotion to the next level. Courses of one year are prerequisite to the courses of the succeeding year and must be successfully completed before promotion to the next (level) year. Students advance from year to year as they satisfactorily meet course requirements, complete requisite courses, comply with the School's Code of Conduct, meet School obligations, demonstrate ability in nursing and demonstrate professional behavior as defined by the faculty. Professional behavior refers to those standards identified in course criteria and clinical evaluation tools indicating achievement of course objectives as prepared by each teaching area and in the School's Code of Conduct.

Levels of Progression

Each year of the Program represents a level:

Year I = First Level
Year II = Second Level
Year III = Third Level

Specific courses are offered within each level. Placement of courses within the level provides for course continuity, sequence and integration within a given level. End of Year (level) objectives provide statements of expectation that are comprehensive and show the progress of the student in relationship to expectations of the graduate.

Satisfactory Progress

A student is achieving satisfactory progress and maintaining good standing if he/she is allowed to continue within the Program in accordance with School policies.

Course Repetition and Course Failure

A student who is defined as failing a course will be allowed to repeat the course only once. Each course criteria will define the official withdrawal point (50% to 75% of the time allotment) in the course or component of the course at which a grade (in theory and/or clinical) must accompany an official withdrawal. If a grade, either theoretical or clinical was failing at the time of official withdrawal beyond the specified 50% to 75% official withdrawal point, it will be considered a course failure. (O.W./N.C.)

Progression for Students With Irregular Program

Students requesting to reenter the School after interruption in their Program or with an irregular Program apply in writing to the Executive Committee. Students returning after illness require clearance by the Student Health Service. If the request is approved by the Executive Committee, the faculty will recommend to the Executive Committee a plan for progression in the Program.

Graduation

In order to be eligible for graduation, the student must have:

1. attained a minimum Q.P.A. of 2.0
2. achieved a passing grade (70%) in all courses
3. met the curriculum and school objectives
4. maintained compliance with the School's Code of Conduct
5. met all financial obligations to the School
6. participated actively in the curriculum of the School in the year prior to the student's graduation.

Participation in the Graduation Ceremony by Students Who Have Not Completed the Program by the Date of the Graduation Ceremony.

In order to participate in the graduation ceremony, students with irregular programs must be eligible to return and complete the program, be in good standing and have successfully completed three of the four clinical rotations in the Senior Year.

Education Record

The Massachusetts General Hospital School of Nursing complies with the regulations of the General Education Provisions Act (The Buckley Amendment) in maintaining the educational records of enrolled students and alumni. Information relative to the Act is distributed to students and information is available to students upon request.

Withdrawals

Students wishing to withdraw from the School are requested to submit a letter of resignation to the Director of the School of Nursing, and arrange a Termination Interview with the Director of the School or a Coordinator. It is usual that the student will have discussed this with his/her family and some member of the faculty such as a Coordinator, Counselor, Instructor or Chairman of Student Health.

A student is considered officially withdrawn from the School of Nursing when:

A written letter of resignation or the resignation form signed by the student is submitted to the Director of the School by the student.

or

The student has ceased to attend and verbally states to the Director or a Coordinator that he/she is withdrawing

from the School. This is subsequently confirmed in writing by the student.

or

The student has ceased to attend the courses in which he/she is enrolled, without notification to the Director or a Coordinator or without other formal action, despite efforts made by the School to determine his/her intentions. At the beginning of the next course or term, if the student fails to register, the faculty will notify the Executive Committee via the Coordinator of the Student's inability to continue. If the Executive Committee supports the recommendation, the student will be notified by letter of his/her separation from the School. The date of resignation shall be the last day of the academic term or year.

or

A student is ineligible to continue in the program because of course failure, or inability, or failure, to meet other established criteria for the School, or absence from learning experiences, so prolonged that in the judgment of the faculty course requirements cannot be met. In such cases, the Executive Committee, acting on the recommendation of the faculty, will determine the date of withdrawal.

Students may officially withdraw from a course or courses according to School policy which does not necessitate withdrawal from the entire program. Criteria for each course will define the point (50 to 75% of the time allotment) in that course or component of that course at which a grade must accompany an Official Withdrawal (O.W.). If a grade, either clinical or theoretical, is failing at the time of Official Withdrawal, it will be considered a course failure, and so recorded. (N.C./O.W.)

A student is considered Officially Withdrawn from a course when:

The student discusses his/her plans for withdrawing from course(s) with the Coordinator(s) responsible for the course from which the student wishes to withdraw.

and

Completed forms are submitted by the student to the Executive Committee for action.

and

After Executive Committee action, the form indicating that the request was approved, is returned to the student.

Withdrawal from a course may change a student's status in the program from full time to part time. This may affect eligibility for financial aid, progression in the program and ability to complete the program within that period of time in which the course will be offered.

Readmission Policies and Criteria for Reentry of Students into Program

Students requesting to reenter the School after interruption in their program or with an irregular program may apply in writing to the Executive Committee.

Students requesting reentrance will be reviewed on an individual basis with careful consideration of the following:

1. circumstances of withdrawal
2. record of compliance with School policies, personal integrity and School citizenship
3. health clearance, through Student Health Clinic
4. cumulative academic record in the School
5. recommendations by faculty and staff
6. demonstrated ability to master content
7. documentation of students' follow-through and successful completion of recommended remedial work and other measures
8. probable need for and ability to profit from additional support systems
9. references from employers, if applicable
10. clearance of financial obligations
11. availability of learning experiences needed.

STUDENT PERSONNEL SERVICES

The Student Personnel Services is aligned with the curriculum to provide a broad program of services, activities, and developmental opportunities to a varied student population. The on-going needs and interests of students are evaluated to ensure a program which is both meaningful and current for groups of students as well as the students as individuals.

Each member of the School of Nursing community contributes to the overall development of students by collaborating in a positive manner to educate, direct and guide them in structured educational settings as well as the varied nonacademic aspects of student life. Additionally, it is expected that students will assume an active role in their own professional and personal growth and share in the development of their peers.

Counseling Services

Members of the Counseling Services believe that participating in a professional nursing program presents a unique adjustment for each student depending on his/her age, life experience, previous academic achievement and his/her social supports. Counselors are available to assist students with academic and interpersonal pressures, family and marital conflicts, vocational planning, and other professional/personal concerns. Counselors maintain confidentiality when working with students and their personal concerns.

Health Services

The student is encouraged through sound practices in daily living to maintain and improve his/her own health, and to share in the responsibility of protecting the health of himself/herself and others.

Health care for Massachusetts General Hospital School of Nursing students is coordinated and managed with a high degree of continuity and individualized care and attention. The clinic is open to students five days per week. An Adult Nurse Practitioner is available daily and coordinates services with the School Physician, who is also a member of the Hospital Medical Staff.

The services provided in the Student Health Clinic include general health surveillance, health maintenance, preventive care, care of minor acute problems, and arrangements for referral of those health problems requiring either more extensive services, specialized services, and/or hospitalization.

Physical examinations and chest X-rays are scheduled for all incoming freshmen and as necessary throughout the School program. Guidance and teaching in the promotion of positive health habits are central in providing student health care.

Due to the cost of medical care, all students are required to carry hospital insurance. They may enroll in the Student Nurse Group Blue Cross/Blue Shield plan which carries a Master Medical Clause. Students may be covered by family health plans, but should be sure that their coverage is adequate to cover hospital costs as the School accepts no financial responsibilities for hospital costs.

Residences

Living accommodations, with limited kitchen facilities, are provided for students who wish to participate in the School's residence program.

Commuter Students

Students living out must have a telephone in their place of residence and are expected to inform the School of their addresses and telephone numbers.

Dining Facilities

The General Cafeteria serves meals every day. Coin operated vending machines for snacks and beverages

adjoin the Cafeteria. The Coffee Shop is open weekdays, except holidays, from 10:00 A.M. to 7:00 P.M..

Extra-Curricular Activities

The School sponsors activities and cultural pursuits which contribute directly to the student's personal, social and professional growth.

The Student Nurses' Cooperative Association is the official organization of the student body. SNCA serves as the voice of the student body to the School. It promotes participation in student nursing government on the state and national level and sponsors an activities program for the student body.

The SNCA officers, along with the student state representatives, class officers, and faculty advisors, regularly meet to discuss affairs pertinent to student life.

Updating Records

Students are expected to provide the Executive Office Assistant with information relative to changes in name, address, telephone number and name of person to be notified in case of an emergency.

STUDENT CODE OF CONDUCT

The Massachusetts General Hospital School of Nursing is committed to a concern for student welfare and, therefore, provides an atmosphere of personal and professional growth which enhances student learning. It is the belief of the faculty that students should be responsible for maintaining moral, intellectual and professional standards. It is expected that students will assume the same duties and responsibilities as do all other citizens. Consequently, students are admitted to the School with the understanding that they accept the policies and procedures of the Massachusetts General Hospital and the School of Nursing's basic principles and policies as described in:

- The School Bulletin
- Individual Course Criteria
- Student Privileges and Residence Policies
- Student Health Policies
- The Grievance Procedure
- Policies and Procedures of the Student Nurses' Cooperative Association
- Policies in the Student Handbook
- Dress Code Policies
- Student Bill of Rights
- Other Publications of the School.

When a student ignores or fails to act in accordance with the foregoing or with the policies and practices established by the School, the School has the obligation and right to institute the appropriate disciplinary action. Students will be notified of the charges in writing and will have the opportunity for a hearing and an appeal. Disciplinary action is administered through one or more of the following channels:

- Dormitory Board of SNCA
- Grievance Committee
- Coordinator, Student Personnel Services
- Executive Committee.

Misconduct, which is cause for disciplinary action, includes, but is not limited to, the following:

- Plagiarism
- Cheating
- Forgery
- Stealing
- Obscene or malicious conduct
- Disorderly and disruptive conduct
- Damage to property
- Use, sale or possession of illegal drugs and narcotics
- Illegal possession of firearms.

There will be no refund of tuition, fees and/or room charges to a student who is dismissed or suspended from the School because of disciplinary action.

Students requesting to reenter the School after an interruption in their program due to dismissal or suspension should apply in writing to the Executive Committee.

Students requesting reentrance will be reviewed on an individual basis and must meet the *Policies and Criteria for Reentry of Students Into Program.*

POLICIES AND PROCEDURES

Students receive copies of the major policies which they are expected to observe. In addition to the individual distribution of policies, students may utilize the information compiled in the Student Handbook. The Handbook is updated annually and copies are located in key areas of the School, which include the Palmer-Davis Library and the 20 Charles Street Residence as well as with each class secretary, and the President of the Student Nurses' Cooperative Association.

Policies governing student life have been developed cooperatively by students and faculty. In accepting appointment to the School, a student is obligated to adhere to the provisions and conditions which are outlined and inherent in the Philosophy and Objectives of the School. Students are advised to acquaint themselves with the major policy statements. Only those students who support the Student Privileges and Residence Policies should accept housing in School of Nursing residence facilities.

Infractions of the *Student Privileges and Residence Policies* are reviewed by the Dormitory Board of the Student Nurses' Cooperative Association with the exception of serious abuse as stated in the policies which may be reviewed by the Residence Staff and referred to the Executive Committee of the School.

Student Grievance Procedures

These procedures have been designed to provide a prompt response to any grievance which a student may have regarding administrative actions in the application of school policies and in the areas covered by Title IX of the Education Amendments of 1972. Title IX prohibits discrimination on the basis of sex in a wide range of School activities including, without limitation, admissions, financial aid, access to facilities of most kinds, athletics, course materials and academic and non-academic programs. A student who feels that an institutional action is unfair, factually wrong or discriminatory, is encouraged to utilize the Student Grievance Procedures.

Affirmative Action

The designated Title IX Coordinators exist as resources to be used by persons who would like assistance in resolving a complaint involving the rights of non-discrimination and equal employment. The Coordinator of Student Personnel Services is the designated Title IX Coordinator for complaints related to the School of Nursing. Utilizing the appropriate Title IX Coordinator is a very useful first step in resolving grievances under Title IX.

PROGRAM OF INSTRUCTION

Each year of the program, while building upon preceding experience and contributing to the overall professional and personal growth of the student, presents new opportunities for learning and has certain unique features. Classroom instruction, demonstrations, field trips, conferences and opportunities to participate in the care of patients are included throughout.

The program is planned so that orientation and foundation courses in sciences and nursing come first. Nursing courses gradually introduce students to health needs of people and help them to recognize and accept their position as a member of the health team in this Hospital, other agencies and broader communities in which they will function as graduate nurses. Nursing courses help the student and teacher together to explore and participate in patient care situations of varying complexity and to progress from situations involving less responsibility, judgement, critical thinking and decision making to more complex situations.

A wide variety of experience is planned within the Hospital and other community agencies. Such

a program, with its out-of-class assignments and expected preparation and study, implies the two-fold responsibility of the student, that is to make a personal contribution to nursing as well as to gain educationally from it. Teaching methods vary from course to course, as do the number of students in a class section. Small group teaching is provided in conferences, seminars and laboratory sessions, while lecture periods accommodate larger numbers of students in one session. In the freshman year, the science courses, physical, biological, and social, provide a basic core of chemistry, anatomy and physiology, microbiology, and nutrition. Observation, study, and discussion relate to the community which the Hospital serves, to various social institutions, and to social, cultural, and developmental factors affecting health, attitudes, and behavior.

Nursing is taught concurrently with the sciences. There are planned experiences in patient care areas devoted to considering responsibilities for maintaining and promoting health as well as learning to apply science and nursing knowledge to the care of those who are ill. For two days each week, students are assigned to units where a nurse instructor guides student learning through shared patient care experiences. Both theory and practice are correlated in every assignment and the clinical laboratory is an integral part of each nursing course. The student learns to focus not only on the needs of the hospitalized patient, but also on the patient's background and experience before entering the hospital and resources available to meet his continuing health needs

once he leaves the hospital. Pharmacology, pathology, rehabilitation, nutrition, and assessment are an inherent part of all clinical nursing courses.

The second year provides classes and clinical experiences in five special areas of nursing. Maternal-Child Nursing is an integrated course: experiences in the delivery of infants, the care of new mothers and babies and the care of women with conditions related to the reproductive system are provided at the Boston Hospital for Women. Experiences in the Nursing of Children are provided at MGH and the Shriners Burns Institute.

McLean Hospital, a division of the Massachusetts General Hospital, is a teaching hospital for Mental Health Nursing. The special hospitals not only offer exceptional learning opportunities, but also give further impetus to the student's growth in ability to adjust to new situations and to people with different needs. Experiences in the care of the ambulatory patient and an introduction to operating room nursing are also provided in the second year.

At the beginning of the third year, the women receive the senior cap and the men receive a silver bar. The third year is a period during which emphasis is placed on increasing depth of knowledge and skill in contrast to the first and second year where emphasis was on acquisition of knowledge, new techniques and attitudes. Therefore this year is planned with objectives which differ in scope and direction and experience, and which make greater and different demands on the student in terms of self-motivation, knowledge, skill and responsibility.

Typical Program

First Level	Course Hours Theory	Clinical
Term I		
Nursing (171)	96	110
Anatomy & Physiology (111)	46	
Microbiology (121)	20	
Nutrition (131)	28	
Social Backgrounds (161)	53	
Chemistry (141)	30	
Mathematics	10	
Dimensions of Nursing (101)	10	
Introduction to Group Dynamics (151)	19.5	

	Course Hours Theory	Clinical
Term II		
Nursing (172)	90	235
Anatomy & Physiology (112)	42	
Microbiology (122)	20	
Nutrition (132)	30	
Human Behavior (162)	42	
Chemistry (142)	43	

Second Level

The sequential arrangement of second level courses varies according to the planned curriculum.

The courses are not prerequisite to each other but all are prerequisite to third level.

Maternal Child Nursing (280)—(offered once in each term)—theory 178 hours—clinical 437 hours.

Mental Health Nursing (290)—(offered twice in each term)—theory 96 hours—clinical 164 hours.

Nurses' Role in Ambulatory Health Care 2 (11) 0—(offered four times in each term)—theory 48 hours—clinical 120 hours.

Nursing Care of the Patient in Surgery 2 (10) 0—(offered four times in each term)—theory 63 hours—clinical 110 hours.

Third Level

	Course Hours Theory	Clinical
Term I		
Nursing (371)	65.5	333
Professional Adjustments (301)	25	

	Course Hours Theory	Clinical
Term II		
Nursing (372)	62.5	357
Professional Adjustments (301)	10	
Group Dynamics (351)	16	

COURSE DESCRIPTIONS

First Level

Dimensions of Nursing (Nursing 101)

An exploration of philosophies, perceptions, and definitions of nursing and their significance for the public; for the preparation, roles, and functions of nursing personnel, and for other members of the health team. The dynamic and evolving nature of nursing is considered. Some areas of change and issues concerning nursing and nursing education are identified.

The development, application, and interplay among principles and codes of ethics, standards, and certain institutional policies and government regulations are considered. Basic principles of nursing jurisprudence are discussed.

Miss Petzold

Social Science 151: Introduction to Group Dynamics
A seminar which is held during the first term of the first year. The purpose is to foster personal and professional growth during the student's first exposure to the opportunities and demands of becoming a nurse. Growth in personal emotional maturity is related closely to the development of professional identity. The seminar provides assistance with both experiences unique to nursing and the more general problems of growing up which are shared with other young people.

Bio. Sc. 111, 112, Anatomy and Physiology
An integrated study of histology, anatomy and physiology of the normal human body. Although normal structure and function are emphasized, illustrations of possible abnormalities are mentioned whenever appropriate. Individual laboratory experiences relate directly to class discussions and include dissections of fresh and preserved specimens. The course is structured to permit students to acquire a useful and accurate scientific vocabulary and to correlate scientific principles with clinical nursing.

Miss Gibbons and Assistant

Bio. Sc. 121, 122, Microbiology
The microbiology course consists of two parts. Part I includes classroom and laboratory experiences and is a general study of the morphology, physiology, immunological properties, infectious processes, transmission and the control of microorganisms. Part II of the course builds upon the foundation of the first part and is a study of specific pathogens and their relation to health and disease. The student acquires scientific information which is fundamental to nursing care, aseptic technique and his/her own health.

Miss Gibbons and Assistant

Phys. Sc. 141, 142, Chemistry
Basic chemical principles such as atomic and molecular structure, acidbase chemistry, gas laws, kinetic-molecular theory and a study of those functional groups which are prerequisite for biochemistry are considered. Topics in biochemistry include: chemistry and metabolism of carbohydrates, fats and proteins; homeostatic mechanisms of fluid, electrolyte and acidbase balances; and diagnostic laboratory tests. Lectures and laboratory.

Miss Hablanian and Assistant

Basic Mathematics
A sub-unit of chemistry. A brief review of arithmetic and simple algebraic concepts necessary for solving problems in the administration and preparation of medications. The metric system, the apothecaries' system, pharmacological terminology and approved abbreviations are included. Students must demonstrate adequate proficiency in pharmacological calculations in order to advance in the nursing course. Lectures and laboratory.

Social Science 161: Social Backgrounds for Nursing
By means of a series of personal and vicarious experiences, the student becomes aware of some existing social conditions and their emotional implications. The importance of culture—the learned ways of feeling, thinking and behaving—in determining methods

of meeting universal needs for the student as well as for the patient is emphasized. In becoming aware of the cultural traits and patterns of others, the student may become further aware of his/her own cultural background.

Miss Sherwin

Bio. Sci. 131, 132: Nutrition

Nutrition is divided into two final courses with a final grade for 131 at the end of the first term, and a grade for 132 at the end of the second term. Successful completion of Nutrition 131 is necessary for successful completion of Nutrition 132.

The focus is on the scientific knowledge of nutrition that is needed by nurses functioning in an acute care hospital. Nutrients are studied in relationship to both normal adult needs and for people whose conditions require dietary modifications. As the nutrients and food sources are considered, the student's own intake, as a normal adult, is analyzed and evaluated. Patient care reports serve as the basis for comprehensive consideration of dietary modifications when some part of the body is not functioning normally.

Emphasis is placed on the ability to apply knowledge of nutrition to both patient care and analysis of current nutrition information as used by patients and families.

Mrs. Fleming and Assistant

Nursing 171, 172

Utilizing principles from the biological, physical and social sciences, a program of correlated theoretical and clinical laboratory experiences enables the student to apply the nursing process to the nursing care needs of adult patients with common medical-surgical disorders.

Principles of basic nursing skills, patho-physiology, pharmacotherapeutics and medical and surgical intervention are incorporated in the development of nursing interventions for comprehensive plans of patient care.

Crises intervention in promoting adaptation to need alterations is the format utilized to focus on the role of the nurse in caring for patients with selected conditions (representative of conceptually developed problems) appropriate to a beginning medical-surgical nursing experience.

Miss Brady, Mrs. Sipe and Instructors

Social Science 162: Human Behavior

A study of behavior, a series of efforts to satisfy universal needs, emphasizing normal emotional and social development from infancy through the life cycle. Through exploration of situations in classroom, in clinical area, and elsewhere involving interpersonal relationships, the course demonstrates principles of behavior and mechanisms of defense in operation.

Miss Sherwin

Second Level

Nursing 280: Maternal-Child Nursing

A twenty-week course designed to assist the student in developing a philosophy, an appreciation and an understanding of the health needs of mothers, infants and children. The course content emphasizes the family as the major unit of our society. The course includes the normal growth and development of the child from conception through adolescence and the

care of the well and ill child. Also incorporated into the course is the care of the woman with conditions related to the reproductive system with particular emphasis on the maternity cycle. The nurse's role in the promotion of health and in the treatment of illness is stressed. Discussion is planned to consider the emotional, cultural, socio-economic, nutritional and health teaching factors pertinent in maintaining family health. There are planned observations at community facilities related to Maternal-Child Health. Planned instruction is correlated with supervised clinical practice.

Miss Mahoney and Instructors

Nursing 290—Mental Health Nursing

A ten-week course which focuses primarily upon the experience of the student as he/she utilizes developing skills, knowledge and understanding in his/her relationships with individuals, groups, families and co-workers. Through frequent conferences and written accounts of his/her interactions, the student has opportunities to identify perceptions and feelings in planning, implementing and evaluating his/her approaches.

The student develops an understanding of psychosocial adaptation as it relates to biological factors, growth and development, and family and community networks with particular emphasis on maladaptive reactions to stress.

Discussions with guest speakers from other disciplines as well as field trips to hospitals and community agencies increase the student's awareness of the variety of approaches to the promotion of mental health.

Mrs. Ratney and Instructors

Nursing 2(11)0
Nurse's Role in Ambulatory Health Care
A five-week course planned to introduce the concepts of community organization, community health, and community health nursing in various settings. The theoretical content is correlated with clinical experiences, home visits, field trips, and observations at selected community health nursing agencies. The focus is upon meeting the needs of the ambulatory patient through utilization of health team members, identification of community resources, and development of plans to implement continuity of care.

Mrs. Powers and Instructors

Nursing 2(10)0
Nursing Care of the Patient in Surgery
A five-week course planned to present the Operating Room experience as an integral part of the nursing care of the patient who has had surgery. The course is

designed to further the student's understanding of the role the operative procedure plays in the total care of the surgical patient with emphasis on the application of the principles of aseptic technique in rendering this care. Theoretical content is correlated with clinical experience in the areas of general orthopedic, urological, neurosurgical, gynecological, plastic, pediatric, thoracic and cardiovascular surgery.

Miss Cahill, Miss Boswell and Miss Dutka

Third Level

Social Science 351: Group Dynamics

Through group discussion conducted by professional leaders, these seminars in human relations facilitate self-growth and the development of a sense of professional identity crystallized by the senior year experiences.

Nursing 301, 302: Professional Adjustments

This course has three units. Units I & III are intended to develop a perspective of nursing in the framework of present-day society and social trends; to explore practices and attitudes which at various periods have affected the sick and their caretakers; and to explore the development, changing structure, and purposes of nursing organizations, issues and trends in relation to nursing, legal considerations and legislation pertaining to nursing.

In the second unit, the student explores opportunities available to the new graduate, professional requirements for readiness to assume the graduate nurse role, employer-employee expectations, and pertinent factors related to job procurement and satisfaction, and continuing education.

Miss Sherwin, Miss Petzold
Miss Mahoney and other Instructors

Nursing 371, 372

Nursing III consists of two courses, 371 and 372. Each course extends over an eighteen week term which is subdivided into two sections of nine weeks each. There is a two week vacation during Nursing 371 (Christmas-New Year's).

Learning experiences will be provided in the areas of Medical, Orthopedic, Surgical and Neurological Nursing. Two units of core content relating to general nursing concerns applicable to all clinical areas is offered as an integral part of each course. The student utilizes the nursing process while caring for individual and groups of adult patients. Emphasis is placed on increasing depth of knowledge and skill as he/she moves progressively toward the level of independence expected of a beginning nurse.

Miss Brady, Mrs. McMahon and Instructors

CALENDAR.

Registration, Juniors
Tuesday, day after Labor Day

Registration, Seniors
Monday, week after Labor Day

Senior Capping
Early September

Holiday
Columbus Day

Convocation
Ether Day Week

Holiday
Veteran's Day

Holiday
Thanksgiving Weekend

Holiday
Christmas Week

Holiday
New Year's Week

Holiday
Washington's Birthday

Registration, all students
February

Family Day, Juniors
Early Spring

Holiday
Patriot's Day

Holiday
Memorial Day

Graduation
Late May or Early June

Holiday
Independence Day

Junior Terms Begin
September, February

Senior Terms Begin
September, January

VACATIONS (tentative schedule)

Juniors	November	1 Week
	Christmas-New Year	2 Weeks
	February	1 Week
	April or May	1 Week
	Summer	8 Weeks
Seniors	Christmas-New Year	2 Weeks

Student residences may be closed on Holiday weekends, and will be closed during vacation weeks at Christmas, New Year's and Summer.

Massachusetts General Hospital
School of Nursing
Boston, Massachusetts 02114

Massachusetts General Hospital School of Nursing

1980-81
STUDENT FINANCIAL AID INFORMATION

The following information is intended to inform applicants and students of the available financial assistance programs and application procedures at The Massachusetts General Hospital School of Nursing. Financial aid counseling is sometimes helpful in exploring all resources which may be available for educational needs. The individual to contact at The Massachusetts General Hospital School of Nursing for further information is:

Student Financial Aid Officer
Massachusetts General Hospital School of Nursing
Bartlett 410
Boston, MA 02114
(617) 726-3140

THE MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING DOES NOT DISCRIMINATE ON THE BASIS OF RACE, CREED, COLOR, SEX, HANDICAP, OR NATIONAL ORIGIN IN ITS SELECTION OF STUDENTS, DISBURSEMENT OF FUNDS, EDUCATIONAL PROGRAM, OR ACTIVITIES.

The purpose of the School's financial aid program is to provide financial assistance to students who, without such aid, would be unable to pursue an education at Massachusetts General Hospital School of Nursing.

PROGRAMS OF FINANCIAL AID

ADMINISTERED BY MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

AID PROGRAM	SOURCE OF FUNDS	ELIGIBILITY	AWARD PROVISIONS
BASIC EDUCATIONAL OPPORTUNITY GRANT (BEOG)	U.S. Education Department	Undergraduate students (exclusive of students who have earned a bachelor's degree or who have received four years of BEOG funding) who show *exceptional* financial need are eligible for consideration.	Basic Grants require no repayment. Awards from $200-1800 depending on family income and cost of education. Basic Grants are designed to be the "floor" of a financial aid package and may be combined with other forms of aid in order to meet the full costs of education.
SUPPLEMENTAL EDUCATIONAL OPPORTUNITY GRANT (SEOG)	U.S. Education Department	Undergraduate students (exclusive of students who have earned a bachelor's degree or who have received the maximum award for SEOG) who show *exceptional* financial need (only if family contribution is $\leq$ ½ of the total student budget).	Supplemental grants require no repayment. Awards range from $200-1500 per year. If selected to receive an SEOG, the MGH SON must provide the student with additional financial assistance at least equal to the amount of the grant, *and* the student must accept this additional assistance.
NURSING STUDENT SCHOLARSHIP (NSS)	U.S. Department of Health & Human Services Health Professions Branch	Applicants who show *exceptional* financial need are eligible for consideration. Parental information is required from every recipient.	NSS requires no repayment. The maximum amount a student may receive is $2,000 per year; however, the MGH SON level of funding reveals a more realistic figure of $1,000 per year.
MASS. GENERAL HOSPITAL SCHOOL OF NURSING SCHOLARSHIP	Donations from Alumnae and Friends	Applicants who have established financial neeo will be eligible for consideration.	There are no predetermined award provisions for School of Nursing Scholarships.
MASSACHUSETTS MATCHING GRANTS	Commonwealth of Massachusetts office of Administration and Finance	Undergraduate residents of Massachusetts for at least 1 year who have established financial need.	Matching Grants require no repayment. Grants range from $100-$1500 per year. Students receiving this grant cannot receive other grant assistance from the Commonwealth (i.e., Mass. State Scholarships).

AID PROGRAM	SOURCE OF FUNDS	ELIGIBILITY	AWARD PROVISIONS
MASS. STATE SCHOLARSHIP PROGRAM	Commonwealth of Mass. Board of Higher Education	Undergraduate residents of Mass. for at least 1 year who have established financial need.	Mass. State Scholarships require no repayment. Scholarships are in the amount of $900 per year.
NURSING STUDENT LOAN (NSL)	U.S. Department of Health & Human Services Health Professions Branch	Applicants who have established financial need will be eligible for consideration. Parental information is required from every recipient.	NSL is a 3% loan which requires repayment. No interest accrues while attending school. Repayment begins 9 mths. after graduation or withdrawal from the school and continues over a 10 yr. period. The maximum loan is $2500/yr., however, MGH SON level of funding reveals a more realistic figure of $1000/yr.
COLLEGE WORK-STUDY (CWS)	U.S. Education Department Educ. Dept. 80% Employer 20%	Applicants who have established financial need will be eligible for consideration.	The amount of an award is based on the student's need for financial assistance, class schedule, health, and academic progress. Such an award provides a student with the opportunity to earn a portion of educational expenses. Employers are the Mass. General Hospital Nursing Dept. and the Palmer-Davis Library.

All U.S. Education Department and Department of Health & Human Services programs require U.S. citizenship or permanent residency, satisfactory academic progress, and at least half-time student status for consideration.

All aid programs administered by the MGH SON Student Financial Aid Office are done so based on "Equity Packaging Model." This model is designed to assist students with grants and low interest loans in order to meet the direct costs of education (tuition, fees, room and health insurance) at the School of Nursing. For more detailed information about this model or other financial aid policies, please contact the Student Financial Aid Office. (617) 726-3140.

Application Process: Application for all programs described on this sheet may be made via the Financial Aid Form (FAF). The FAF may be obtained from the Student Financial Aid Office, Bartlett 410.

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Policy of the Financial Aid Committee

Financial aid is awarded to eligible applicants based solely on financial need. Financial need is determined by subtracting the family's total resources available for education from the *total* yearly cost of attendance at the Massachusetts General Hospital School of Nursing.

If a family's total resources available for education does not exceed the *direct* costs of attendance (tuition, fees, room and health insurance), the student applicant will be considered for grants and low interest loans to assist the family to cover these costs. In order to assist the family to meet the non-direct costs of attendance the student may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

If a family's total resources available for education exceeds the direct costs of attendance, the student applicant may be eligible to participate in a work program and/or the Guaranteed Student Loan Program.

A family's total resources available for education from income, assets, and/or outside sources are determined by a need analysis system approved by the U.S. Commissioner of Education. The family of a student is expected to make a maximum effort to assist the student with educational expenses, and assistance from the School of Nursing and other sources should be viewed only as supplementary to the efforts of the family. Because funds are limited, applicants cannot anticipate receiving aid beyond their direct School costs.

I. Financial Aid Application Procedures for 1980-81

A. The application procedure must be completed by May 1, 1980 in order for a student to be considered for assistance for 1980-81.

B. The following form must be submitted to the appropriate address by March 1, 1980.

1. Financial Aid Form (FAF) — The FAF is a financial statement which must be completed by both parents and the student applicant. The Massachusetts General Hospital School of Nursing Code # is 3513 and must be indicated on the FAF before it is mailed to the College Scholarship Service. Massachusetts students are encouraged to use the Massachusetts FAF in order to be considered for the State Scholarship Program. Eligibility for this program requires that the student be a resident of Massachusetts since September 1, 1979, be an undergraduate student (not yet earned a bachelor's degree) and have exceptional financial need according to the program guidelines.

2. *VERY IMPORTANT – ITEM 43* — Basic Educational Opportunity Grant

Students WITHOUT Bachelor's degrees should check item #43-1.

Students WITH Bachelor's degrees should check item #43-3.

By checking 43-1, a student will automatically be considered for a Basic Educational Opportunity Grant. Within six (6) weeks after the FAF is mailed to the College Scholarship Service, the applicant will receive a Student Eligibility Report (SER). This SER will indicate whether the applicant is eligible for a Basic Grant, *and it must be forwarded to the Financial Aid Office by May 1, 1980.*

C. The following forms must be submitted to the School of Nursing Financial Aid Office by May 1, 1980:

1. The School of Nursing Financial Aid Application, (green).
2. A notarized copy of Parents' and/or Student's Income Tax Form 1040 for 1979.

   NOTE: Items 1 and 2 must be submitted together.

D. Availability of Forms

The School of Nursing Financial Aid Application and Financial Aid Forms are available at the Student Financial Aid Office, Bartlett 410.

1979 Income Tax Form 1040 or 1040A — Applicants and/or Parents should make a photocopy of the original form that is sent to the Internal Revenue Service and have it notarized.

E. When *all* items in B and C are received by the Student Aid Office, the applicants will be notified.

II. Rights and Responsibilities of Students Receiving Financial Aid

A. Continued Eligibility for financial aid depends on:

1. Annual Application — The application procedure outlined in this section must be followed annually in order to be considered for assistance.
2. Demonstration of financial need — All families receiving assistance must demonstrate financial need at the level required by individual programs and by the School of Nursing Financial Aid Policy.
3. Achievement of Satisfactory Progress in the educational program — For purposes of Financial Aid, a student is achieving satisfactory progress and maintaining good standing if she/he is allowed to continue within the program in accordance with the established School policies. However, because funds are limited, students required to repeat any courses will be considered for financial aid only after those students who are progressing without repetition in the program are considered. Those students who are repeating courses and who meet the conditions for eligibility may

apply for Basic Educational Opportunity Grants and School of Nursing short term loans under $100.

B. Payment of Awards
   1. Students receiving grants and/or low interest loans through the Financial Aid Office will receive check(s) in the amount of each award specified for the term (2 terms per year) on registration day. This procedure allows the student to receive awarded monies and pay required tuition, fees, room and health insurance charges (as applicable) in one transaction.

C. Nursing Student Loan (NSL) Information
   1. A Nursing Student Loan carrying a 3% annual interest rate can be applied for through the Student Financial Aid Office. The interest on these loans begins to accrue 9 months after graduation/termination/less than half-time status, and the first payment is due one (1) year after that time. An aid recipient at the School of Nursing graduates with approximately $2500 in NSL indebtedness. A sample repayment schedule of this amount with annual payments over a ten year period is provided below.

Payment Number	Principal Payment	Interest Payment	Total Payment
1	$ 250.00	$ 75.00	$ 325.00
2	250.00	67.50	317.50
3	250.00	60.00	310.00
4	250.00	52.50	302.50
5	250.00	45.00	295.00
6	250.00	37.50	287.50
7	250.00	30.00	280.00
8	250.00	22.50	272.50
9	250.00	15.00	265.00
10	250.00	7.50	257.50
	$2,500.00	$412.50	$2,912.50

   2. The Nursing Student Loan is a revolving fund. The School of Nursing's ability to lend to current students depends upon the repayments of previous recipients.

D. Higher Education Loans

The Guaranteed Student Education Loan (GSL) Program or Higher Education Loan Program (HELP) enables students to borrow directly from a bank, credit union, savings and loan association, or other participating lender. This educational loan is guaranteed by a State or private non-profit agency or insured by the Federal Government. The Student Financial Aid Office suggests that you begin the process of obtaining a loan by starting at a bank where you or your family have done business in the past or a bank in your own community, since many banks have limited funds and give preference to customers or local residents. The loan maximum per academic year for a full-time student is $2500 and the total maximum to complete undergraduate study is $1500. The GSL is a 7% annual interest loan which must be repaid beginning nine (9) months after graduation or termination. Borrowers usually have the option of a 5– or 10–year repayment plan. The following chart shows typical repayment schedules for total GSL loans of $3000, $4500 and $7500.

	5 YRS./60 mo. payments		10 YRS./120 mo. payments	
GSL TOTAL	Monthly Payment	Total Repayment	Monthly Payment	Total Repayment
$3,000	$ 59.41	$3,564.60	$34.84	$ 4,180.80
$4,500	$ 89.11	$5,346.60	$52.25	$ 5,553.60
$7,500	$148.51	$8,910.60	$87.09	$10,450.80

When considering a Guaranteed Student Loan a student should first investigate all other resources and alternatives available, and keep in mind the future monthly payments. Before increasing his/her liability further, a student should keep in mind all *other* financial obligations (other loans, debts) which must be met after graduation.

A more detailed fact sheet concerning the GSL program and a list of participating banks can be obtained by contacting the Student Financial Aid Office.

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MASSACHUSETTS GENERAL HOSPITAL SCHOOL OF NURSING

1980-1981
STUDENT CONSUMER INFORMATION

During the 1978-79 academic year, the School was contacted by recruiters from over 100 hospitals, nursing homes, and agencies. The geographic distribution of the recruiting agencies varied widely. The following is only a representative sample:

California	All of the New England States
Florida	New York
Louisiana	Texas

Availability of nursing positions throughout the United States indicates that there is a critical shortage of nurses in four of every five states. In August of 1980, Mr. Richard Di Vito, Publisher of Nursing Job News* stated that the nursing shortage is worsening with severe staffing problems expected in the south and southwest. According to Mr. Di Vito, a recent survey of the 50 states in the union has demonstrated that there is a critical need for nurses in the following states:

Alabama	Maine	Ohio
Arizona	Maryland	Oklahoma
Arkansas	Michigan	Oregon
California	Minnesota	Pennsylvania
Connecticut	Mississippi	South Carolina
Florida	Missouri	Tennessee
Georgia	Montana	Texas
Idaho	Nebraska	Utah
Illinois	New Hampshire	Vermont
Indiana	New Jersey	Virginia
Iowa	New Mexico	West Virginia
Kansas	New York	Wisconsin
Louisiana	North Carolina	Wyoming

**Nursing Job News, 470 Boston Post Road, Weston, Massachusetts 02193*

The survey also indicates that there is a balance of supply and demand for nurses in the following states:

Alaska	Nevada
Colorado	North Dakota
Delaware	Rhode Island
Hawaii	South Dakota
Massachusetts	Washington

In 1977, the National League for Nursing, Division of Research, conducted a study on newly licensed graduates of nursing programs which revealed that nearly 95% of registered nurses newly licensed in 1977 were employed in nursing six to eight months after licensure and only 2 percent were seeking employment. From those nurses surveyed, 2.5 percent were not employed and were not looking for work. A significant finding in the study showed that lack of job opportunities was a minor reason given for not working. Six percent of the non-workers stated that the unavailability of jobs was the major reason for non-employment. The results of the study further indicated that 64.6 percent of the nurses found employment before completion of their educational program. (National League for Nursing, Nursing Data Book, Division of Research, 1978, National League for Nursing, pp. 70-71)

Some specific statistics were collected through a pre-graduation questionnaire completed by the members of the Massachusetts General Hospital School of Nursing, June 1980 graduating class and through the Massachusetts General Hospital Personnel Department. The data indicates that upon graduation, 56% of the class planned to take full time nursing positions with beginning salaries that range from $260.00 to $315.00 per week. Further information shows that 43% of the class sought and obtained full time employment at the Massachusetts General Hospital. Geo-

graphic locations chosen by the 1980 graduates for full time employment included the following states:

California	Massachusetts	Pennsylvania
Rhode Island	Texas	Utah

From the 80 graduates, 11 indicated that they would be pursuing full time baccalaureate education, 9 of whom will matriculate in nursing. Additionally, 33 students indicated that they would be pursuing part time course work in 1980-81.

More definitive information can be obtained from the Nursing Job News, Nursing Job Guide, 1979 edition (470 Boston Post Road, Weston, Massachusetts 02193). Copies are available to students in the Palmer Davis Library and the Student Personnel Services. This publication includes detailed information regarding salary and benefits in over 7,000 hospitals in the United States.

Members of the faculty do provide career and educational counseling to students. The School maintains an office which houses career and employment data regarding opportunities for positions in nursing. In the third year of the program, senior students take the Professional Adjustments course which includes classes entitled "Expanding Opportunities for Graduates of Diploma Programs". Additionally, many students attend the Nursing Job Fair to interview with nurse recruiters from Massachusetts and many other geographic locations in the U.S.

DATA REGARDING STUDENT RETENTION

The data presented pertains to student retention for the three most recent classes of students that enrolled and graduated from the School.

The information as documented follows the progression of each class of students from the point of enrollment into Year I to graduation three years later. The figures represent: the number of students originally enrolled into Year I; the number of students remaining at the end of Year I; the number of students subsequently enrolling and remaining at the end of Years II and III; and the number and percentage of students (from the number of students entering three years previous) graduating from the School.

Class Graduating 1980

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	112	81	82
End of School Year	103	79	82
Retention Percentage	83%	89%	100%

Number Graduating 78
Starting & Graduating from Program 70%

Class Graduating 1979

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	128	99	91
End of School Year	97	96	88
Retention Percentage	76%	97%	97%

Number Graduating 88
Starting & Graduating from Program 74%

Class Graduating 1978

Students Enrolled*	Year I	Year II	Year III
Beginning of School Year	126	104	99
End of School Year	98	95	99
Retention Percentage	77%	91%	100%

Number Graduating 97
Starting & Graduating from Program 78%

*All figures include students with irregular programs who have reentered the School at varying times, and for varying durations, following interruptions in their course of studies. Graduating figures also include irregular students completing the program.

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